

FORM TP 2019179



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CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

Paper 02

2 hours 30 minutes

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READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of **THREE** questions.
2. Answer **ALL** questions.
3. Write your answers in the spaces provided in this booklet.
4. Do **NOT** write in the margins.
5. You are advised to take some time to read through the paper and plan your answers.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the extract below carefully and then answer the question that follows.

The climate-change catastrophe should have convinced policymakers by now that they ignore science at their peril. Another arena in which science has been disregarded is educational policy, which has resulted in the “chasm of academic achievement” between boys and girls in Jamaican high schools.

- 5 Although the number of boys and girls in Jamaica is roughly equal, in 2005 (the latest data I can find), 48,992 boys and 81,111 girls sat CSEC subjects, and the girls outperformed the boys in all arts subjects and all science subjects, except Mathematics. More than twice the number of females (67 per cent) are enrolled in the UWI than males (33 per cent), and 59 per cent of those enrolled in post-secondary non-tertiary education are women. There is gender injustice here.
- 10 In both primary and private preparatory schools, girls outperform boys in the Grade Six Achievement Test (GSAT)* — in all subject areas and across all regions. Why is this? Is it because boys learn differently from girls, and Jamaica’s school system is hopelessly feminized, putting boys at a disadvantage? Maybe. But it seems to me that the analysis of male educational underperformance ignores major scientific findings that have been known for some decades, and
- 15 which have been reinforced or confirmed by recent research.

GIRLS DEVELOP FASTER

- Let me quote from my column of April 16, 2010 entitled ‘Gender Justice’: “At the age of 12–13 years, the girls will run academic circles around the boys and give them feelings of inferiority; and it is likely that — early on — the boys will develop a negative image of themselves and aggressive
- 20 feelings towards women.”

- Boys’ academic performance will fall and disciplinary problems will begin to emerge. Their female classmates will do well at CXC examinations and go on to university; after high school, many of the boys will join the walk-street, kick-stone posse. We are seeing the negative effects already. A scientific study published in the medical journal, *Cerebral Cortex* on December 19, 2013 reports
- 25 that females generally mature faster during childhood and adolescence in certain cognitive and emotional areas than males, because girls tend to optimise brain connections earlier than boys.

- Dr Marcus Kaiser of Newcastle University in the United Kingdom reported: “Previous studies have shown that the brain does a lot of reorganising during puberty. At the age of about 10–12 years, you start to see a lot of activity in the brains of girls as this pruning takes place, but it was
- 30 between 15–20 for boys.” It is, therefore, natural at age 11 for girls to do better than boys at the GSAT, and at age 16 at CSEC. Knowingly or unknowingly, our educational system is designed to favour girls. It is true to say that the marginalisation of the Jamaican male happens by design.

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SAME-SEX SCHOOLS

35 The *Trinidad Express* of March 26, 2010 had a story titled, 'Minister: Shift to same-sex schools to target males'. The article begins "Education Minister Esther Le Gendre said yesterday that the underperformance of male students in this country was the main reason for a push to convert some 20 secondary schools to same-sex schools."

40 Even before this, Jamaica was behind Trinidad in educational achievement. We must convert co-ed high schools to single-sex schools, and build more grammar schools for boys only to redress the gender injustice which is woven into the fabric of Jamaican society.

*Adapted from Peter Espeut, "Gender Injustice".
The Gleaner, Friday, 8 January 2016.*

* Same as the Common Entrance Examination in some countries

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SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the extract below carefully and then answer the question that follows.

The wedding was only a day away.

Snooker thought he could hear the sweat spilling out of his pores. Talking to himself, old-woman-like in trouble, he started: “Is downright, absolute stupid to make me harness myself in dis mornin’ costume . . . I ain’t no Prince Phillip or ever want to be . . .”

- 5 A pause drew his attention to the morning suit he had rented. The top hat sat on its crown, almost imitating itself. It provoked Snooker. He watched it, swore at it, then stooped as though he was going to sit on it.

“Now what you think you doin’?”

- 10 Snooker was alerted. He heard the closing creak of the door and the blurred chuckle of Knickerbocker’s voice redeeming the status of the top hat.

Snooker was silent. He watched Knickerbocker hold the top hat out like some extraordinary fruit in his hand.

“Is what Beresford think it is at all?” he said, turning his back on the suit to face Knickerbocker. “My body, not to mention my face, ain’t shape for dis kind o’ get-up.”

- 15 “Even the beggar can be king,” said Knickerbocker, “an’ dis is de kind o’ headpiece kings does wear.” He cuddled the top hat to his chest. “An’ tomorrow, he added, lifting his head towards Snooker, “I goin’ to play king.”

Adapted from George Lamming, “A Wedding in Spring”. Commonwealth Short Story, Anna Rutherford and Donald Hannah (eds.), Macmillian Publishers, 1985, p. 44.

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SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the scenario below carefully and then answer the question that follows.

As a recent participant in the Travel and Earn Programme, which gives Grade 12 students the opportunity to travel to other cities and work for the summer while making a contribution to national life, you are chosen as your local school representative to promote this programme.

In an essay of no more than 300 words, discuss the plan of action that you propose to undertake to promote this programme to students and parents in your school for the upcoming summer. Your plan must include the following:

- THREE different types of rhetorical appeals for reaching persons who have doubts about the programme
- THREE promotional strategies for communicating the message to your target audiences
- ONE language register and ONE dialectal variety that would be considered appropriate for ONE of your audiences

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